

**TEACHING AND LEARNING READING NARRATIVE TEXT BY USING
PQ4R STRATEGY AT THE SECOND SEMESTER OF THE EIGHTH
GRADE OF SMP MUHAMMADIYAH 1 KALIANDA IN THE ACADEMIC
YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of
the Requirement for S1-Degree

By

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**TARBIYAH AND TEACHER TRAINING FACULTY
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2017**

ABSTRACT

TEACHING AND LEARNING READING NARRATIVE TEXT BY USING PQ4R STRATEGY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 KALIANDA IN THE ACADEMIC YEAR OF 2017/ 2018

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Reading is a fluent process of readers combining information from the text and their own background knowledge to build the meaning. It means that in reading the students should combine information in the text and students' background knowledge in order to get the comprehension in the text. However, there were some difficulties faced by students in learning reading comprehension. The students still experience some difficulties in identifying main idea, making inference, determining references, using vocabulary context, and finding supporting details. This problem also happened to the students of SMP Muhammadiyah 1 Kalianda. Their achievement in reading narrative text is below the criteria of minimum mastery (KKM). Due to this problem, this research was conducted to know the process of teaching and learning, the teacher's and students' problems in teaching and learning reading narrative text by using PQ4R strategy.

In this research, the researcher used descriptive qualitative research. The researcher used purposive sampling to choose the participants. The researcher chose teacher and students of eighth grade as the subject. The instruments of the research were observation, interview, and questionnaire. The data were analyzed of the research was data reduction, display, and verification.

After analyzing the data, it was found that the teacher had not applied all of the procedures of PQ4R strategy. There were problems faced by teacher and students in teaching and learning reading narrative text through PQ4R strategy. The teacher's problems were 1) over-crowded class in which the teacher could not handle the class, 2) the teacher faced difficult to comprehend the tasks, and 3) using language. In addition, the students' problems were identifying main idea, making inference, and finding supporting detail.

Keywords: Narrative Text, PQ4R strategy, Reading



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THE SECOND SEMESTER OF THE EIGHT GRADE
AT SMP MUHAMMADIYAH 1 KALIANDA IN THE
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DECLARATION

I hereby declare that this thesis entitled: “Teaching and Learning Reading Narrative Text By Using PQ4R Strategy at the Second Semester of the Eighth Grade of SMP Muhammadiyah 1 Kalianda in the Academic Year of 2017/ 2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

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MOTTO

لَقَلَّمِ عَلَّمَ الَّذِي ﴿٢﴾ الْاَكْرَمُ وَرَبُّكَ اَقْرَأُ ﴿٣﴾ عَلَّقِ مِنْ اِلَيْنَسْنَ خَلَقَ ﴿١﴾ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ اَقْرَأُ
﴿٥﴾ يَعْلَمُ لَمْ مَا اِلَيْنَسْنَ عَلَّمَ ﴿٤﴾ بِا

“Read: in the name of Allah the lord who create. Create the man of a clot. Read and the lord is the most bounteous. He who taught {the use of} the pen. Teach man that he did not know. (Qs. Al‘Alaq: 1-5)¹

¹ Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, 10th edition, Maryland : Amana Publication 2004), P.240

DEDICATION

Praise and gratitude to Allah for abundant blessing to me and great love this thesis is dedicated to:

1. My God, (ALLAH S.W.T) thanks for everything
2. My beloved husband Agil Aryanto. Thanks for support, motivation, love and pray for me. I love you so much.
3. The greatest inspiration in my life who are my beloved father Mr. SenaJatmika, S.H and mother Mrs. Dra. Watini, who have given motivation, pray, love, and support for me. I love them so much.
4. My beloved sister and brother, IkaErvilliaRachmani, S.Kom and TriadiWahyuLaksana Jatmika. Thanks for your kindness, support and togetherness. We must be better for the future.
5. My beloved lecturers and almamater UIN RadenIntan Lampung, which has made me grow up and have contributed much for myself development.

CURRICULUM VITAE

The researcher's name is Jasenda Indah Rahajeng. She was born on May 31th, 1995 in Kalianda, South Lampung. She is the second child of three children of a happy couple Mr. SenaJatmika, S.H and Mrs. Dra. Watini. She has one sister, her name is IkaErvilliaRachmani, S.Kom and a brother, his name TriadiWahyuLaksanaJatmika.

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ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful, and the Most Beneficent, for blessing the writer with His mercy and guidance so that this thesis entitled “Teaching and Learning Reading Narrative Text By Using PQ4R Strategy at the Second Semester of the Eighth Grade of SMP Muhammadiyah 1 Kalianda in the Academic Year of 2017/ 2018” can be finally completed. This thesis is submitted as a part of the requirement for S-1 Degree in English Education Study Program UINRadenIntan Lampung. Without help, supports and encouragement from several people and institution, this thesis would never come into existence. The researcher is also grateful to many people who contribute their ideas and time. Therefore, the deepest respect and gratitude would be addressed to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung, who guides the writer in finishing this thesis.
3. Iwan Kurniawan, M.Pd, the Advisor, who has given guidance and supervision, especially in correcting this thesis.
4. Rohmatillah, M.Pd, the Co-Advisor, who has given guidance and supervision, especially in correcting this thesis.

5. All the lecturers of English Education Department of Tarbiyah and Teacher Training Faculty who have taught researcher since the first of her study.
6. Agus Fadli, S.Ip the Headmaster of SMP Muhammadiyah 1 Kalianda and all the teachers who given permission and help to the writer in collecting the data of the reasearch also for all of the students at the eighth grade in 2017/2018 academic year, thanks for giving nice participation.
7. Khozin, S.Pd, the English teacher at SMP Muhammadiyah 1 Kalianda who gave the guidance and spirit to the writer in conducting this research.
8. The last, My friends of the great family of English Education in class G who always supported my success.

Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, the researcher truthfully welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

BandarLampung,
The writer,

Jasenda Indah Rahajeng
NPM. 1311040283

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CHAPTER 1 INTRODUCTION

A. Background of the Problem

Reading needs thought and creative activities. These activities require knowledge and skill which are very important for the readers. In addition, reading is useful for other purpose too any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.¹

In Al-Qur'an chapter Al-'Alaq verse 1-5, it states that Allah the Almighty asked the human to read. They should do read the holy Qur'an and the other something yet as follows.

نَسْنَعْلَمُ ۚ بِالْقَلَمِ عَلَّمَ الَّذِي ۚ أَلَّا كَرُمُورُئِكَ أَقْرَأُ ۚ عَلَّقِي مِنَّا نَسْنَحَلَقُ ۚ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ أَقْرَأُ

يَعْلَمُ لَمْ مَا لَا

¹Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), p.80

Meaning: "Read: in the name of Allah the lord who create. Create the man of a clot. Read and the lord is the most bounteous. He who taught { the use of }the pen. Teach man that he did not know. (Qs. Al'Alaq: 1-5)²

According to Richards, reading perceives a written text in order to understand its context.³ It means that Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. In addition, people receive the information from their eyes then understand the meaning by their brain.

According to Harmer, he states that reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear.⁴ In conclusion, reading is receptive skill which the people can receive the information from their eyes and brain. Reading is a set reading activities done by people which need high level process that involve eyes and brain to get the gist or messages from certain printed materials.

² Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, 10th edition, Maryland : Amana Publication 2004), P.240

³ Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*, (England: Longman Group, 1990), p. 127

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Ltd., 2001), 3rd ed., p.199.

According to Nunan, reading is a fluent process of readers combining information from the text and their own background knowledge to build the meaning.⁵ It means that in reading the students should combine information in the text and students' background knowledge in order to get the comprehension in the text. In general, reading is a process to know about information in a text that includes readers' background knowledge in analyzing the information to make the reader understand what information that the writer wants the reader to know.

In addition, there are some difficulties faced by students in learning reading comprehension. The students still experience some difficulties in identifying main idea, making inference, determining references, using vocabulary context, and finding supporting details. It can be seen from the students' interview, they stated that they still faced difficulties in learning reading comprehension. It refers to all of the aspects of reading comprehension.

The important problem is that they seem to have low interest in reading. They assumed that reading is a boring activity since they have to read long paragraph from a written text then answer the questions based on the text. When they are not familiar with the words that contain in the long paragraph, they will ignore the questions and tend to do gambling in choosing the answer in form of multiple choice test.

⁵Nunan, *Content Familiarity and the Perception of Textual Relationships in Second Language Reading*. (RELC Journal, 1985), p. 43-51

It can be seen from the students' score. The score was displayed in table 1:

Table 1.1
Students' Daily Examination English Score at the Eighth Grade of SMP
Muhammadiyah 1 South Lampung in Academic Year of 2017/ 2018

No	Students' Score	The Number of Students	Percentage
1	>70	10	17%
2	<70	25	83%
	Total	35	100%

Source: English teacher' documentation score of SMP Muhammadiyah 1 South Lampung.

Based on the table above, the total of the students categorized failed is higher than the passed category. There were 25 students in categorized failed and 10 students in passed category. Based on the preliminary research at SMP Muhammadiyah 1 Kalianda on May, 06th 2017, the researcher conducted an interview with one of the English teacher there. He said that PQ4R has been applied in teaching and learning reading comprehension.⁶ In addition, the students had low achievement of the reading comprehension. They had low score in English.

Furthermore, English classroom problems also arise from the teacher's teaching practices. It covers strategy and media employed. Through a self reflective enquiry, the teacher found that she has not given her best effort to make the students enjoy learning English. There are some points reflected, they are modern teaching media have not been regularly used. The teacher only uses some copies of materials as learning materials in teaching reading comprehension in the classroom.

⁶Khozin, S. Pd, *Interview of English of SMP Muhammadiyah 1 Kalinada*, Accessed on May, 06th. Unpublish

In addition, the classroom management related to seating arrangement has made the classroom ineffective. It related to the teaching materials, the teacher has not designed specific modul for reading class which is appropriate with students' characteristics. One more significant problem is related to teaching strategy.

According to Thomas and Robinson cited in Masnun, PQ4R is the systematic strategy consist of several steps. They are Preview, Question, Read, Reflect, Recite, and Review. Each step functions to optimize the students' ability to develop the idea, gaining the information and stimulating the students to recognize the new vocabularies.⁷ In order that the implementation of learning by using PQ4R strategy work well, it takes considerable time and students are more diligent, careful and thorough. In cooperative learning, students will learn in groups and are given the opportunity more active in learning activities, so there is a greater opportunity to understand PQ4R strategy and improve learning outcomes in the English language descriptive material.

In addition, Suprijono states that person must have stock of knowledge in reading skill, and PQ4R method is one of the other way how to develop reading effectiveness.⁸ A good method can help students increase their ability because it can be attract their attention in reading activity. Therefore, the teacher should be able to have an ability to develop student's interesting to increase their students reading skill.

⁷Masnun, *The Use of PQ4R Strategy in Teaching Reading Recount Text* (UNMAT, 2016), p.5

⁸Suprijono, *Cooperative Learning*, (Yogyakarta: PustakaPelajar, 2009),

Text is a unit which has the meaning in the context. According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.⁹ In addition, text is something in writing section which is coherent and appropriate for its context. There are kinds of texts, one of them is narrative text. In order to see the influence of PQ4R strategy, the researcher used narrative text.

There were some researches about PQ4R strategy. One of the researches was conducted by Fatuni'mah about teaching reading narrative text through PQ4R Strategy at the ninth grade students of SMP NU Ma'arif Jatinegara in the academic year of 2015/ 2016.¹⁰ The result of the research showed that PQ4R strategy made the students' narrative text reading score improve well and it made students active in learning process. In other previous research was done by Masnun about The Use of PQ4R in Teaching Reading Recount Text: An Experimental Study at First Grade of SMA N 2 Jonggat in Academic Year of 2014/ 2015.¹¹ The result has answered that the use of PQ4R in teaching reading recount text is effective.

The differences between the previous studies and this research are the previous researches focus on the implementation PQ4R strategy towards reading skill. The result shows that PQ4R strategy improves the students' reading skill. However, in this research, the researcher focuses on analyzing the teaching and learning PQ4R

⁹Rudi Hartono, *Genres of Texts* (Semarang: UNNES, 2005), p. 4

¹⁰Fatuni'mah, *The teaching reading narrative text through PQ4R Strategy at the ninth grade students of SMP NU Ma'arif Jatinegara in the academic year of 2015/ 2016*. Islamic University of Semarang.

¹¹Masnun, *The Use of PQ4R in Teaching Reading Recount Text: An Experimental Study at First Grade of SMA N 2 Jonggat in Academic Year of 2014/ 2015*. Mataram University

strategy process in teaching reading skill, teacher, and students' problems in teaching and learning PQ4R strategy.

Therefore, in line with the explanations above, the researcher would like to do a research about "Teaching and Learning Reading Narrative Text by Using PQ4R Strategy at the Second Semester of the Eighth Grade of SMP Muhammadiyah 1 Kalianda in the Academic Year of 2017/ 2018".

B. Identification of the Problems

Based on the background of the problem above, the researcher found several problems as follows:

1. The students had low score of reading comprehension.
2. The students found difficulty to comprehend the text.
3. The teacher just applied some of procedures of PQ4R strategy.

C. Limitation of the Problems

In this research, the researcher focused on teacher and students' problems on teaching and learning reading narrative text by using PQ4R strategy.

D. Formulation of the Problems

Based on the background of the problem above, the researcher formulated formulation of the problem, they are as follows:

1. How are the process of teaching and learning reading narrative text by using PQ4R strategy at the second semester of the eighth grade at SMP Muhammadiyah 1 Kalianda in the academic year of 2017/ 2018?
2. What are the teacher's problems in teaching reading narrative text by using PQ4R strategy at the second semester of the eighth grade at SMP Muhammadiyah 1 Kalianda in the academic year of 2017/ 2018?
3. What are the students' problems in learning reading narrative text by using PQ4R strategy at the second semester of the eighth grade at SMP Muhammadiyah 1 Kalianda in the academic year of 2017/ 2018?

E. Objective of the Research

Referring the formulation of the problem above, the objectives of the research were as follows:

1. To describe the process of teaching reading narrative text by using PQ4R strategy at the second semester of the eighth grade at SMP Muhammadiyah 1 Kaliandain the academic year of 2017/ 2018.
2. To know the teacher's problems in teaching reading narrative text by using PQ4R strategy at the second semester of the eighth grade at SMP Muhammadiyah 1 Kalianda in the academic year of 2017/ 2018.

3. To know the students' problems in learning reading narrative text by using PQ4R strategy at the second semester of the eighth grade at SMP Muhammadiyah 1 Kalianda in the academic year of 2017/ 2018.

F. Uses of the Research

1. Theoretically

The result of this research hopefully can enrich previous research about narrative text use in teaching and learning reading comprehension.

2. Practically

a. For the students

By using PQ4R strategy, it is hoped that the students will increase their target language by the words. In addition, the students will produce the target language on spoken and written form.

b. For the teacher

By using PQ4R strategy, the teachers can improve their creativity in teaching learning process, so the goal of learning can be achieved.

c. For the Institution

It is expected that this research can provide useful input in improving the quality of learning in the school.

G. Scope of the Research

Scopes of the research was as follows:

1. Subject of the Research

The subjects of this research were the students and the teacher at the second semester of the eighth grade at SMP Muhammadiyah 1 Kalianda.

2. Object of the Research

The object of this research was reading narrative text by using PQ4R strategy.

3. Place of the Research

The research was conducted at SMP Muhammadiyah 1 Kalianda.

4. Time of the Research

The research was conducted at the second semester of the eighth grade in academic year of 2017/ 2018.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Teaching English as a Foreign Language

Language is a system for the expression of meaning.¹ It means that language is a means used to express ideas, opinions and feelings to other people. In addition, we can communicate each other in this world to convey information to other people about our ideas, opinions or feelings.

Foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language restricted.² English as foreign language means that it is taught in schools, often widely, but it does not play an essential role in national or social life.³ In Indonesia, English is the first English foreign language. English is a foreign language in Indonesia, therefore English has been taught to the students from elementary school up to university. It is very important to people in our country because Indonesia people need to master English for communication with other countries, in this case, the teacher must be able to give motivation to the students for creating the best way in teaching in other to make the students easy to understand the material and also

¹ H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hill, 2001), p. 70.

² Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (3rd ed) (Oxford: Oxford University Press, 2001), p. 359.

³ Geoffrey Broughton, *Teaching English as Foreign Language* (2nd ed) (New York: Longman, 1980), p. 1.

always uses English as medium of instruction, so that students accustom to speak English and they can use English as a tool for communication.

Murcia states that foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language restricted.⁴ English as foreign language means that it is taught in schools, often widely, but it does not play an essential role in national or social life. In Indonesia, English is the first English foreign language.⁵ It means that English in Indonesia is used only for communication in certain occasion, place and media. It is not actually used or spoken very much in the normal course of daily life, but it is typically learnt at school in which students have only little opportunity to use English itself outside of the classroom, and little motivation to learn it.

Brown in Karolina states that Foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language restricted.⁶ English as foreign language means that it is taught in schools, often widely, but it does not play an essential role in national or social life. In Indonesia, English is the first English foreign language. It means that English in Indonesia is used only for communication in certain occasion, place and media. It is not actually used or spoken very much in the normal course of daily life, but it is typically learnt at school in which students have only little

⁴ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (3rd ed) (Oxford: Oxford University Press, 2001), p. 359.

⁵ Ibid

⁶ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (3rd ed) (Oxford: Oxford University Press, 2001), p. 359.

opportunity to use English itself outside of the classroom, and little motivation to learn it.

In teaching English as a foreign language, there are suitable ways for school condition to make the students to be active, therefore the teacher's function in teaching and learning process is very important. The teacher should make a condition of the class environment effectively and can run well. It is supported by Cameron states that part of learning a foreign language is developing new understanding about the particular cues to meaning that the new language offers and that differ from those of our first language.⁷ It means that teaching and learning English as foreign language is different from first language. English as foreign language is a target language in Indonesia.

B. Reading

1. Concept of Reading

In teaching a foreign language, we deal with language skills and components. The four language skills are listening, speaking, reading, and writing while the components of language or subject matters of language are a stock of words and expression and the rules that govern the syntax of its patterns, that is grammar and vocabulary.⁸ In addition, teaching a foreign language deals with language skill and components. The language skill refers to listening, speaking, reading, and writing. In other word, reading is very important in English. By reading, students

⁷ Lynne Cameron, *Teaching Language to Young Learners* (New Jersey: Language Teaching Library, 2001), p.136

⁸ Ag. Bambang Setiyadi, *Teaching English as Foreign Language 2* (Jakarta: Universitas Terbuka, 2007), p. 13.

can get much knowledge and new information. In general, reading is a process to know about information in a text that includes readers' background knowledge in analyzing the information to make the reader understand what information that the writer wants the reader to know.

Harmer defines reading as an exercise dominated by the eyes and the brain.⁹ The eyes receive messages and the brain then has to work out of the significance of these messages. Furthermore Brown states that reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. He adds further that "reading is the process of reconstructing from the printed pattern on the ideas an information intended by the author".¹⁰ It means that reading is a process of delivering the ideas an information that written by author to the reading.

According to Nunan, reading is a fluent process of readers combining information from the text and their own background knowledge to build the meaning.¹¹ It means that in reading the students should combine information in the text and students background knowledge in order to get the comprehension in the text. Moreover the students can get knowledge about how to know main idea and other information in the text that can help them in answering question or doing some exercise in their book.

⁹Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Ltd., 2001), 3rd ed., p.199.

¹⁰Brown, (2001).*Teaching by Principles: An Interactive Approach toLanguage Pedagogy*. New York: Addison Wesley Longman

¹¹Nunan, *Content Familiarity and the Perception of Textual Relationships in Second Language Reading*. (RELC Journal, 1985), p. 43-51

In addition, according to Wineburg cited in Masnun states reading is a course about how to learn new information and engage in new kinds of thinking.¹² In other word, reading as a set of skills that involved making sense and deriving meaning from printed word. This emphasize that we can get the meaning of the word by our self because we have read before. We make conclusion about meaning of the word based on the context in others word. In reading process the reader will get the meaning and also needs the ability to understand and know the information from in the text.

Based on the explanation above, the researcher concludes that reading is a process of receiving messages and the brain then has to work out of the significance of these messages and is a fluent process of readers combining information from the text and their own background knowledge to build the meaning.

2. Concept of Reading Comprehension

Comprehension is the process of how to get understanding from reading acitivity. Klingner states that comprehension is a person's ability to understand what is being read or discussed.¹³ In addition, Mc Namara claims that comprehension is the interpretation of the information in the text. He defines further that "reading comprehension is a product of complex interaction between the properties of the

¹² Masnun, *The Use of PQ4R in Teaching Reading Recount Text: An Experimental Study at First Grade of SMA N 2 Jonggat in Academic Yar of 2014/ 2015*. Mataram University

¹³ Klingner, (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guildford Press).

text and what readers bring to the reading situation”.¹⁴ It means that comprehension is ability to understand what is being read and get complex information.

Moreover, Mikulecky says that comprehending is not only recognizing and understanding words but also making meaning of what the readers read and connecting the gist in the text to what they already know.¹⁵ It means that comprehension is complex process to understand what is being read and what they bring to the text.

In reading comprehension, the students should be able to determine several aspects such as determining the main idea and author’s purpose, comprehending main idea, distinguishing between main idea and supporting details, making inferences, making references, understanding vocabulary and using new words.¹⁶ Students’ capability in mastering the elements above is a must. Therefore, those elements become indicator whether or not the students are capable in comprehending the text.

Based on description above, reading comprehension is careful reading in order to understand the total meaning of the passage. Reading comprehension in this study is defined as the process of getting message from the author in written text. The message may be an idea, a fact, a feeling or an argument.

¹⁴ Mcnamara. (2007). *Reading comprehension strategy*. New Jersey : Lawrence Erlbaum Associates, Inc.

¹⁵ Mikulecky, B. and Jeffries L. (2007). *Advance Reading Power: Extensive Reading, Vocabulary Learning, Comprehension Skill, Reading Faster*. New York: Pearson Education Inc.

¹⁶ Milan. *Improving Reading Skills*. (New York: Random House,1998)

3. Types of Reading

In the case of reading, variety of performances derived more from the multiplicity of types of texts than from the variety of overt types of performance. Nevertheless, for considering assessment procedure, several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks. According to Brown, there are four types of reading.

a. Intensive reading

Increase learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. It fits into the language focused learning strand of a course. Using the first language is to explain the meaning of a text and sentence by sentence. According to Nunan, he states that skimming and scanning both involve fairly rapid superficial reading and both are aimed at searching, rather than deep processing of the text or reflection upon the content of the text. Nuttal argues that scanning and skimming do not remove the need for careful reading, but they enable the reader to select parts of the text, that are worth spending time on. Skimming to get a top-down view is valuable as a way of approaching difficult text.

b. Extensive reading

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (it should be noted that reading research commonly refers to "extensive reading" as longer

stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page) the purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

Dealing with the types of reading above, the researcher assumes that reading comprehension achievement belongs to selective reading types. Since in measuring students' reading comprehension, the researcher give a test in multiple-choice which need the combination of top down and bottom up process to complete the activity.

4. Teaching Reading

Teacher should concern the teaching of reading comprehension to achieve the goals of teaching and learning process. In teaching of reading, the teacher is expected to give opportunity for students to read the texts comprehensively. Teaching reading can be main as facilitate students' performance in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning, and reading recovery.¹⁷ It means that the teacher should create the situation where students can read the text silently and after that discuss the text together. Without putting aside the reading aloud activity, this activity is also needed for students in order to be able to interact well

¹⁷Jack C Richard, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press, 2001), p.207

with the texts. The teacher should organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading in more interactive way has positive effects on the students' reading comprehension.

As stated in School-Based Curriculum of 2006, English subject in junior high schools includes three components. First, the expression ability which concerns in the ability to understand and produce speech and written text and are realized in four skills, i.e. speaking, listening, reading and writing. Second, comprehension and production ability of various short functional and monolog texts along with essays of text types (genre) such procedure, descriptive, recount, narrative, and report. The last, support of competence i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).¹⁸

Based on the School-Based Curriculum of 2006, standard of competence of reading for junior high schools students of grade VIII in the odd semester states that students should be able to understand the meaning of written short functional texts and essays in the forms of narrative, and recount text related to surroundings. The basic competency states that the students should be able to respond the meaning of short functional text (such as short message, announcement, label,

¹⁸ Available on <http://Kurikulum Tingkat Standar Kompetensi>. Accessed on January 18, 2018.

notice, and so on) both formal and informal accurately, fluently, and acceptably in essays related to surroundings.¹⁹

Related to the age of the students in junior high schools, the rules of teaching and learning for this stage of age requires special considerations in order to guide into right choices of teaching strategies, lesson planning, and the like. Therefore, it is important to understand the characters of teenagers before deciding to apply certain teaching method or strategy in the English teaching and learning process in senior high school.

C. Text

1. Definition of Text

Text is a unit which has the meaning in the context. According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.²⁰ Text is a human readable sequence of characters and the words they form that can be encoded into computer readable formats.

In other words, text has the meaningful in linguistic. According to Siahaan, text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a clause, or a sentence or a discourse. A text of language is unique. Some languages may have some similarities in a text and they also have some

¹⁹ Ibid

²⁰ Rudi Hartono , *Genres of Text*(Semarang : UNNES, 2005), p4

differences.²¹ Text can be concluded that it has the meaningful in linguistic and the unique language.

Text is a system of communication is organized as cohesive units. A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and soon. As far as speech and writing are concerned, a text stands alone as an act of communication.²²

A text is both a spoken text and a written text. A spoken text is any meaning spoken text. Text can be a word or a phrase or a sentence or a discourse. A spoken discourse can be a monolog or a dialog or a conversation. Text can be a song or poetry or a drama or a lecture, and so on.

Based on explanation above, the writer concludes that text is a unit meaningful linguistic which coherent and appropriate in a context. In addition, text is a meaningful in linguistic. It can be a word or a phrase or a sentence or a discourse.

Genre is a term for grouping texts together, representing how writes typically use language to respond to recurring situations. Every genre has a number of features which make the genre from other genres. Each genre has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture.²³ The concept of genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts and the genre

²¹ Sanggam Siahaan, *Generic Text Structure* (Pematangsiantar: Graha Ilmu, 2007), p 1-2

²² Peter Knap and Megan Watkins, *Genre, text, grammar: technologies for teaching and assesing writing*. (New Jersey : University of New South Wales. 2005) p.29

²³ Ken Hyland, *Teaching and Researching Writing second edition* (New York: Longman, 2002), p.15

use frequently and are able to draw on its repeated experiences with such texts to read, understand and perhaps write the genre relatively easily.

2. Text Types

Text are divided into several types, they are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genre.

1. Narrative

Narrative text is a text to amuse or entertain the readers and to tell a story and always use simple past tense. The generic structure of narrative text are orientation, complication, resolution, and reorientation.

2. Recount

Recount text is a text to retell something that happened in the past and to tell a series of past event. The generic structure of recount are orientation, event (s), reorientation.

3. Descriptive

Descriptive text is a text to describe a particular person, place or thing in detail.

The generic structure of descriptive text are identification, description.

4. Report

Report text is a text to presents information about something, as it is. The generic structure are general classification, description.

5. Explanation

Explanation text is a text to explain the processes involved in the formation or working of natural or socio-cultural phenomena. The generic structure are general statement, explanation, closing.

6. Analytical Exposition

Analytical exposition text is text to reveal the readers that something is the important case. The generic structure are thesis, arguments, reiteration or conclusion.

7. Hortatory Exposition

Hortatory exposition text is a text to persuade the readers that something should or should not be the case or be done. The generic structure are thesis, arguments, recommendation.

8. Procedure

Procedure text is a text to help readers how to do or make something completely. The generic structure are goal/aim, materials/ equipments, step or method.

9. Discussion

Discussion text is a text to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons'). The generic structure are: issue, arguments for and against, conclusion.

10. Review

Review text is a text to critique or evaluate an art work or event for a public audience. The dominant generic structure are orientation, evaluation, interpretative recount, evaluation, evaluative summation.

11. Anecdote

Anecdote text is a text to share with others an account of an unusual or amusing incident. The generic structure are abstract, orientation, crisis, reaction, coda.

12. Spoof

Spoof text is a text to tell an event with a humorous twist and entertain the readers. The generic structure are orientation, event (s), twist.

13. News Item

News item text is a text to inform readers about events of the day which are considered newsworthy or important. The Dominant generic structure are newsworthy event (s), background event (s), sources.²⁴

Based on the description above, the researcher concludes that text is a unit of meaning and text is meaningful of linguistic. A linguistic unit is a phoneme or a morpheme or a clause, or a sentence or a discourse. Furthermore, text are divided into several types, they are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. The following will be explanation about narrative text.

²⁴ Alice Hoshima and Hogue, *Writing Academic English*, (New York: Longman, 1991), p.22

3. Narrative Text

1) Definition of Narrative Text

Text is divided into several types. One of them is narrative text. Narrative is a text to amuse or entertain the readers and to tell a story and always use simple past tense. It is supported by Mun cited in Fatunimah, a narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident. A narrative tells about something that happened in the past.²⁵ In addition, narrative is a text which contains about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. that a narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards. It can be concluded that narrative text is a spoken or written text to communicate a message, which is used to interpret its meaning in the story.

2) Social function of Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution.

²⁵ Fatuni'mah, *The teaching reading narrative text through PQ4R Strategy at the ninth grade students of SMP NU Ma'arif Jatinegara in the academic year of 2015/ 2016*. Islamic University of Semarang.

3) Types of Narrative Text

There are many types of narrative text, including:²⁶

- a. Romance, typically tells of two lovers who overcome difficulties to end up together.
- b. Science fiction, use a setting involving science and technology.
- c. Humor, the aims to make the audience laugh as part of retelling story.
- d. Diary – novels, the text presented like diary entries.
- e. Adventure, typically tells of exciting dangerous journey of experience.

4) Generic Structure of Narrative Text

Narrative text consists of generic structure that can be provided as follow:²⁷

- a. Orientation, it introduces the participants of the story and informs the settings. Normally, the writer explain when the story happened and where the events is taken place.
- b. Complication, it tells the rising crises of the events. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted. In this part, narrator brings up the issues occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved.
- c. Resolution, after spelling many issues in the climax of the narrative, the narrator then tells to the readers about the resolution of issues or the problems.

²⁶ Ibid

²⁷ Ibid, p.20

Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story.

Re-orientation is optional of generic structure of narrative. So re-orientation is sometimes there and sometimes it is not there in narrative text. It is usually in ending of story or closure of events.

5) Language Features of Narrative Text

The language features of narrative text, they are:²⁸

- a. Using nouns and pronouns to identify people, animal or things involved. For example: king, princess, he, she, etc.
- b. Specific participant is special characteristics object. For example: Cinderella, Aladdin, etc.
- c. Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.
- d. Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
- e. Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc.

²⁸ Ibid, p.35

f. The students have to know the generic structure and language features of narrative text in order they can understand and identify the meaning of narrative text.

D. Teacher's and Students' Problems in Reading

1. Teacher's Problems in Teaching Reading

In teaching learning process especially in reading, a teacher usually finds problems in teaching reading activity. There are some problems faced by the teacher in teaching reading activity in classroom. They are as follows:²⁹

1) Language

Texts with longer sentences and longer words will be more difficult to understand than those with shorter ones. Others, however, claim that the critical issue is quite simply the number of unfamiliar words which the text contains.

2) Topic and genre

Many receptive skill activities prove less successful than anticipated because the topic not appropriate or because students are not familiar with the genre they are dealing with. If students are not interested in a topic, or if they are unfamiliar with the text genre we are asking them to work on. They may be reluctant to engage fully with the activity.

²⁹ Jeremy Harmer, *The Practice of English Language Teaching 3th edition* (London: Longman, 1998), p. 34

3) Comprehension tasks

A key feature in the successful teaching of receptive skill concern the choice of comprehension tasks. Sometimes such tasks appear to be testing the students rather than helping them to understand. Although reading and listening are perfectly proper mediums for language and skill testing, nevertheless, if we are trying to encourage students to improve their receptive skills, testing them will not be an appropriate way of accomplishing this. Sometimes, texts and or the tasks which accompany them are far too easy or far too difficult.

4) Negative expectation

In order to manage a class successfully, the teacher has to be aware of what students are going and, where possible, how they are feeling. This means watching and listening just as carefully as teaching.

Students sometimes have low expectation of reading. They can feel that they are not going to understand the passage in the book because it is bound to be too difficult, and they predict that the whole experience will be frustrating and demotivating.

5) Background Knowledge

Background knowledge is important in comprehending the ideas contained in teaching. Lack of prior knowledge as well as gaps in cultural background information inhibit or distort comprehension.

6) Teacher's management

In teaching and learning process, the teacher should manage the student's position on their placement. In other word, there are some students face difficulties on teaching and learning process because they cannot catch the point on the teacher.³⁰

2. Students' Problems in Learning Reading

In teaching learning process especially in reading, students usually find problems in learning reading activity. There are some problems faced by the students in learning reading activity in classroom. They are as follows:

1) Identifying main idea

Grasping the main idea is also a prerequisite for summarizing, outlining, and taking notes. Grasping the main ideas requires the ability to see similarities among details, note differences, and classify or categorize details.³¹ Without the prerequisite skills of noting likenesses and differences and being able to classify details, students will have difficulty deriving or recognizing main ideas. The major problem that students have with selecting or constructing main ideas is not including all the details. Students tend to select or construct a main idea that is too narrow.

³⁰ Ujang Suparman, *Reading Strategies Of EFL*, (Tanggerang; Mata Baca Publisher, 2007), p.59

³¹ Thomas G Gunning, *Reading Comprehension Booster*, (San Fransisco: Jossey-Bass, 2010), p.25

2) Making Inference

Making inference is a process of guessing or predicting certain unknown information based on the text. For some students, making inference is difficult things to do since they should think deeper to answer the questions. It is supported by Gunning, he states that make inferences is to guesses or conclusions that we draw from details. Stress with students the importance of basing inferences on details or other information.³²

3) Determining References

Determining reference is the ability in choosing the things pointed by certain pronouns. To be able to complete this task, the students should be careful in analyzing the information related to text given. In the process of learning, it has been introduced by the teacher. Hence, they were familiar with this task.

4) Using Vocabulary Context

Vocabulary mastery is really crucial for students to enlarge. They would be easy in comprehending the text if they have a lot of vocabulary size. Using vocabulary context in reading is about how to replace certain vocabulary with its synonym or antonym. The students can easily answer the questions if they have good vocabulary mastery. It is supported by Wassman and Rinsky cited in Suparman. They argue that to comprehend the intended meaning of an unfamiliar word in a certain text, one has to learn to use context efficiently, and has to use the words

³² Ibid

parts (prefixes, suffixes, and roots) already known and apply them to unknown words.³³

5) Finding Supporting Details

An inability to summarize is a sign that comprehension is lacking and calls for a rereading. Summarizing requires the ability to identify the main idea and supporting details. It also requires the abilities to select the most important information, combine details, and condense and paraphrase. The major problem that students have with summarizing is failure to discriminate between essential and unimportant details so that the summary becomes a retelling. Students might also have difficulty organizing information so that their summary is just a random listing of whatever they can remember.

E. Definition of Approach, Method, and Technique

Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching theory of language, how the language is presented theory of learning and theory of teaching a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject can be taught.³⁴ It means that the theory of teaching and learning language process and it

³³ Ujang Suparman, *Reading Strategies of EFL*, (Tangerang: Mata Baca Publisher, 2007), p. 57

³⁴ Richard and Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1986), p.14

is the set of ambivalent assumptions dealing with the nature of language teaching and learning.

In addition, method is an overall plan for presenting language material, based on the selected approach; the way of teaching. It is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is an axiomatic. A method is procedure within one approach.³⁵ Method is planning of teaching material and way of teaching. It means that based on the selecting material and presentation of language material.

In language teaching has been characterized in a variety of ways; methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place.

Furthermore, technique is a particular strategy or procedure used to accomplish a particular objective. It is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an

³⁵ Ibid

immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.³⁶ It means that it is application that is done in the classroom. It can be a strategy that consisted of some procedures that used to accomplish an immediate objective.

Based on the explanation above, it can be stated that it refers to strategy that used in the classroom. It can be implemented by using some procedures or a particular trick. In addition, the teacher can use some of strategies in the teaching and learning process in the classroom. There are many strategies. One of them is PQ4R strategy that can be implemented in the classroom.

F. PQ4R Strategy

1. Concept of PQ4R Strategy

There are ways or strategies that used by teachers. The teacher can use learning strategy to teach students during the learning process. Learning strategies are ways that will be used by teachers to choose learning activities that will be used during the learning process. Selection is done by considering the circumstances, learning resources, needs and characteristics of learners faced in order to achieve specific learning goals.³⁷

According to Thomas and Robinson cited in Masnun, PQ4R is the systematic strategy consist of several steps. They are Preview, Question, Read, Reflect, Recite, and Review. Each step functions to optimize the students' ability to

³⁶ Ibid

³⁷ Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif* (Jakarta: Bumi aksara, 2007).p. 3

develop the idea, gaining the information and stimulating the students to recognize the new vocabularies.³⁸ In addition, PQ4R strategy is the process of preview, question, read, reflect, recite, and review.

PQ4R strategy is *Preview, Question, Read, Reflect, Recite and Review* and this strategy is used mainly to help students with difficulty in reading. Comprehension, retaining and recalling information is a challenge for many students and the PQ4R strategy aims at making reading easier. In addition, The PQ4R is strategy that helps the students to understand and remember what they have read. PQ4R is the one of elaboration strategy which is used to help students remember what they have read.

The beginning experience can be constructed through reading activities. With this activity the students will have a stock of knowledge. One of the strategies that can be developed in order to read is PQ4R.³⁹ One of the strategies that the most known for helping students understand and remember the material they read is PQ4R strategy. This strategy is based on PQRST strategy and SQ3R strategy.⁴⁰

³⁸ Masnun, *The Use of PQ4R Strategy in Teaching Reading Recount Text* (UNMAT, 2016), p.5

³⁹ Agus Suprijono, *Cooperatif Learning Teori & Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2015), p. 122

⁴⁰ Fatuni'mah, *The teaching reading narrative text through PQ4R Strategy at the ninth grade students of SMP NU Ma'arif Jatinegara in the academic year of 2015/ 2016*. Islamic University of Semarang.

a. Preview

Students find the main ideas developed in the reading material. The parts that can be read like introductory chapter, table of contents, topics and subtopics, titles, or a summary of a chapter. Search basic idea can also be done by reading one or two sentences of each page quickly.

b. Question

Students formulate the questions for their self. Question can be developed from the simple to the complex question. Question include what, who, where, when, why and how. Questions are developed for the formation of declarative knowledge, structural and procedural knowledge.

c. Read

At this stage the students find answers to all the questions that have been formulated. Read means look at and understand something written or printed. In this strategy read is the third phase. In this phase, the students read the complete text in order to find the answer of the question they made in “Question” phase. During the reading activity, students record notes in the margin or underlining the important information and unexpected ideas that answers the predicted questions.

d. Reflect

During the reading, students not only enough to remember or memorize, but the most important is they have dialogue with what they read. They try to understand

what they read. The trick is as follow, (1) correlate what has been read with the things that have been known before, (2) concerned sub-topics in the text with the concepts, (3) concerned the reading with the fact that involved.

e. Recite

At this stage, students are asked to re-reflect the information that has been learned. In delivering what has been read and understood by students is they are able to formulate these concepts and articulate the important points that have been read by their own language. It would be better if the students not only deliver verbally, but also in written form.

f. Review

The final step is the students are asked to make a summary or formulate the essence of the material that has been read. In this step, students are able to formulate a conclusion as the answer to the questions that have been formulated.

Based on the explanation above, it can be stated that PQ4R method refers to preview, question, read, reflect, recite, and review. Preview refers to the process of finding the main ideas from the text, question refers to the process of making question by using 5W+1H, read refers to the process of reading the text to answer the question, reflect refers to the process of reminding the question and information of the text, recite refers to the process of delivering the information for the other students, and reviewing refers to the process of making summary.

G.Procedures of PQ4R Strategy in Teaching and Learning Reading

The procedures of PQ4R strategy in teaching and learning process, it can be seen from this stage. They are as follows:

a. Preview

Teacher's steps

- a) Give the reading materials for students to read.
- b) Give information to students how to find the main idea or learning objectives to be achieved.

Students' steps

Reading quickly to find the main idea or learning objectives to be achieved.

b. Question

Teacher's steps

- a) Inform the students to pay attention to the meaning of the passage.
- b) Give students' assignments to make the question of the principal idea that found using the words what, why, who, and how.

Students' steps

- a. Pay attention to teacher's explanation.
- b. Answer the questions that have been made.

c. Read

Teacher's steps

Instruct students to read and respond or answer the questions that had been prepared before.

Students' steps

Read actively while providing are supposed to what has been read and answer the questions made.

d. Reflect**Teacher's steps**

Simulating or inform the materials on reading materials.

Students' steps

Students not only memorize and remember the subject matter but try to solve the problem of information provided by teachers with the knowledge that has been known through reading materials.

e. Recite**Teacher's steps**

Ask students to make the essence of the whole discussion of the lessons learn today.

Students' steps

- a) Ask and answer the questions.
- b) See the notes or the essence have been made before.
- c) Making the essence of the whole discussion.

f. Review**Teacher's steps**

- a) Ask the students to read essence that made from the details of the main idea in their mind.
- b) Ask students to read back the reading material, if still not sure with their answer.

Students' steps

- a) Read the essence that has been made.

b) Read back the literature if still not convinced of the answers that have been made.⁴¹

From the steps of PQ4R strategy that have been described above, it can be seen that this learning strategy can help students understand the learning material, especially for materials that are more difficult and helps students to concentrate longer.

From the steps of PQ4R strategy that have been described above, it can be seen that this learning strategy can help students understand the learning the material, especially for materials that are more difficult and helps students to concentrate longer. In addition, there is another procedure that is done by the other researcher. The procedures are as follows:

1. Preview

Preview the text by looking at the title, visuals, headings, subheadings. Look at the how material is organized and get a general idea of the content.

2. Question

From some questions you have about the content based on the information you gained during your preview. Use headings to invent question using the 5W+1H.

3. Read

Read the material and try to answer the question you generated prior to read.

⁴¹ Ibid, p 20

4. Reflect

Reflect on the material. Try to understand and make meaningful the presented information. Think about what you just read by making connections and applying the information.

5. Recite

Practice remembering the information by starting points out loud and asking and answering question.

6. Review

In the final step, actively review the material, focusing on asking yourself questions, re-read the material only when you are not sure of the answers.⁴²

Based on the procedures above, the researcher constructs the procedures of PQ4R strategy. The procedures are as follows:

⁴² Siti Fatimah, *The Use of PQ4R to Improve Students' Reading Comprehension: A Classroom Action Research at the Eleventh Grade of MAN Salatiga in Academic Year of 2015/ 2016*, IAIN Salatiga.

Table 2.1
The procedures of teaching and learning reading by using PQ4R strategy

PQ4R strategy in students' reading activity	Teacher's activity	Students' activity
Pre-activity	<ol style="list-style-type: none"> 1. The teacher gives the greeting. 2. The teacher introduces the theme. 3. The teacher shows the topic related to the materials. 4. The teacher gives the picture that related to the materials (narrative text) and ask the students what the pictures are. 5. The teacher introduces the instructional objectives. 	<ol style="list-style-type: none"> 1. Attentively listening to the theme mentioned. 2. Paying attention to the picture shown. 3. Answering the teacher's question about the pictures. 4. Responding to the teacher's question. 5. Paying attention to the instructional objectives.
While-activity	<p>Preview stage</p> <ol style="list-style-type: none"> 1. Distributing the text to the students and ask them to survey the reading assignment by the skimming the text for an overview of main idea. 2. Asking the students to look at heading and picture to try to identify what they will be reading about. <p>Question stage</p> <ol style="list-style-type: none"> 1. Asking the students to make a list of questions they expect to be answered in the reading. Use heading to ask questions. 2. Giving time to the students to consider their question, and let each student have an opportunity to write their question on their 	<p>Preview stage</p> <ol style="list-style-type: none"> 1. Reading the text to find out the main ideas. 2. Focus on the heading of the text. <p>Question stage</p> <p>Making prediction about the text by looking at the heading and picture and writing a list of questions they expect to be answered.</p>

	<p>books.</p> <p>Read stage</p> <ol style="list-style-type: none"> 1. Asking the students to read the text. 2. Asking the students to look for the answer to the previously formulated questions. <p>Reflect stage</p> <ol style="list-style-type: none"> 1. Asking the students to reflect what they have just read. 2. Asking the students to write the unexpected ideas. <p>Recite stage</p> <ol style="list-style-type: none"> 1. Asking the students' to think about the material and discuss in pairs with their friends or write down the main points they learned. 2. Asking the students to explain it aloud or recite. <p>Review stage</p> <ol style="list-style-type: none"> 1. Asking the students to reread to verify about their recite answer is correct and make sure they have main points of the text. 2. Asking the students to answer these questions' to check their understanding of the text 3. Closing the meeting. 	<p>Read stage</p> <ol style="list-style-type: none"> 1. Reading silently the text. 2. Finding the answer of the questions which they expect to be answered. <p>Reflect stage</p> <ol style="list-style-type: none"> 1. Students reflect what they have just read 2. Writing unexpected ideas. <p>Recite stage</p> <ol style="list-style-type: none"> 1. Discussing in pairs. 2. Reading aloud their notes. <p>Review stage</p> <ol style="list-style-type: none"> 1. Checking their answers. 2. Answering the questions
Post-activity	<ol style="list-style-type: none"> 1. The teacher closes the lesson. 2. The teacher gives the feedback. 	<ol style="list-style-type: none"> 1. The students pay attention the lesson.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observe. Therefore, the goal of the research is an individual understanding and its background completely.

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representation, including field notes, interviews, conversations, photographs, recordings, and memos to the self.

In this research, the researcher used descriptive qualitative data. Qualitative data usually in the form of words rather than numbers have always been the staple of some fields in the social science, notably anthropology, history, and political science.¹

This research was conducted to describe, the following: 1) the process of teaching reading comprehension by using PQ4R strategy in the classroom, 2) the problems in implementing it, 3) the problems faced by the teacher in teaching reading comprehension by using PQ4R strategy, and 4) the problems faced by the students

¹ Matthew B. Miles and Huberman, *Qualitative Data Analysis second edition* (London: SAGE Publication, 1994), p. 1

dealing with learning reading comprehension by using PQ4R strategy. In other words, the researcher hopes that this research revealed this matter clearly for the English learning improvement on the classroom.

B. Subject of Research

The researcher selected the people or participants who know the phenomenon of the problem. The researcher used purposive sampling to choose the participants. According to Sugiono, purposive sampling is sampling technique to determine the sample by judgment. Sampling is based on a specific purpose such as to balance: focus on research, scientific judgment, reason limited time, energy and money.² In this research, the sample was chosen based on the lowest average score.

The researcher chose the English teacher and the students of eighth grade of Junior High School Muhammadiyah 1 Kalianda as the participants of this research. There are three English teachers and three classes for the eighth grade. As for the teacher, the researcher has asked one of the teachers of eighth grade who taught English in the sample class. As for the students, the researcher will choose class VIII C as the sample of research.

² Sugiono, *Metode Penelitian Kualitatif, Kuantitatif dan R & D* (Bandung: Alfabeta, 2012), p.217

C. Data Collecting Technique

In collecting the data, the researcher used triangulation technique. It consists of observation, interview, and questionnaire. The description of this instrument is as follows:

1. Observation

Observation is process of recording the behavioral patterns of the subject, object or activity in the absence of systematic inquiry or communications with individuals studied.³ In this research uses observation *complete observer*.⁴ The researcher records observations passively in as uninvolved and detached a manner as possible. The researcher might observe from the back of a classroom, but the researcher are not a member of the group and do not participate in the group's activities. The observations might even be recorded covertly from behind a one - way mirror or by using public spaces. In essence, a collaborative relationship is developed between the observer and the participants observe the process of teaching reading comprehension by using PQ4R strategy. The aspects of teaching learning process are described as follows:

³ Etta Mamang Sangadji, *Metodologi Penelitian Pendekatan Praktis dalam Penelitian*, (Yogyakarta: Andi Yogyakarta, 2010),p. 152

⁴ Marguerite G Lodico, *et al*, *Methods in Educational Research From Theory to Practice*, (New York: Jossey-Bass, 2006), p. 115

Table 3.1
Specification of observation

PQ4R strategy in students' reading activity	Teacher's activity	Students' activity	Yes	No	Note
Pre-activity	<ol style="list-style-type: none"> 1. The teacher gives the greeting. 2. The teacher introduces the theme. 3. The teacher shows the topic related to the materials. 4. The teacher gives the picture that related to the materials (narrative text) and ask the students what the pictures are. 5. The teacher introduces the instructional objectives. 	<ol style="list-style-type: none"> 1. Attentively listening to the theme mentioned. 2. Paying attention to the picture shown. 3. Answering the teacher's question about the pictures. 4. Responding to the teacher's question. 5. Paying attention to the instructional objectives. 			
While- activity	<p>Preview stage</p> <ol style="list-style-type: none"> 1. Distributing the text to the students and ask them to survey the reading assignment by the skimming the text for an overview of main idea. 2. Asking the students to look at heading and picture to try to identify what 	<p>Preview stage</p> <ol style="list-style-type: none"> 1. Reading the text to find out the main ideas. 2. Focus on the heading of the text. 			

	<p>they will be reading about.</p> <p>Question stage</p> <ol style="list-style-type: none"> 1. Asking the students to make a list of questions they expect to be answered in the reading. Use heading to ask questions. 2. Giving time to the students to consider their question, and let each student have an opportunity to write their question on their books. <p>Read stage</p> <ol style="list-style-type: none"> 1. Asking the students to read the text. 2. Asking the students to look for the answer to the previously formulated questions. <p>Reflect stage</p> <ol style="list-style-type: none"> 1. Asking the students to reflect what they have just read. 2. Asking the students to write the unexpected ideas. 	<p>Question stage</p> <ol style="list-style-type: none"> 1. Making prediction about the text by looking at the heading and picture and writing a list of questions they expect to be answered. <p>Read stage</p> <ol style="list-style-type: none"> 1. Reading silently the text. 2. Finding the answer of the questions which they expect to be answered. <p>Reflect stage</p> <ol style="list-style-type: none"> 1. Students reflect what they have just read 2. Writing unexpected ideas. 			
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	<p>Recite stage</p> <ol style="list-style-type: none"> 1. Asking the students' to think about the material and discuss in pairs with their friends or write down the main points they learned. 2. Asking the students to explain it aloud or recite. <p>Review stage</p> <ol style="list-style-type: none"> 1. Asking the students to reread to verify about their recite answer is correct and make sure they have main points of the text. 2. Asking the students to answer these questions' to check their understanding of the text 3. Closing the meeting. 	<p>Recite stage</p> <ol style="list-style-type: none"> 1. Discussing in pairs. 2. Reading aloud their notes. <p>Review stage</p> <ol style="list-style-type: none"> 1. Checking their answers. 2. Answering the questions 			
Post-activity	<ol style="list-style-type: none"> 1. The teacher closes the lesson. 2. The teacher gives the feedback. 	<ol style="list-style-type: none"> 1. The students pay attention the lesson. 			

2. Interview

Interviews are used in qualitative research including data collection method that uses an open question. The researcher uses interviews to know the teacher's response in teaching process. In this research, the researcher uses semi structured interviews.⁵ Semi structured interviews are typically planned carefully before the interview is carried out. The researcher develops a free guided interview that includes between free and guided interviews. In conducting the interview, the interviewer brought guide. The interview is only semi structured in that the researcher can change the order of questions, omit questions, or vary the wording of the questions depending on what happens in the interview. The researcher might also add other questions during the interview to probe unexpected issues that emerge. The procedures used in the interview might also be semi - structured. The topics of interview can be described as follows:

Table 3.2
Specification of interview

No	Component of interview	No. item
1	To know the general process of English teaching learning activity in reading comprehension by using PQ4R strategy	1, 2, 3
2	To know whether PQ4R strategy can improve the students' reading comprehension	4, 5
3	To know the difficulties in implementing PQ4R in reading comprehension	6, 7, 8, 9, 10, 11, 12

⁵ Ibid

3. Questionnaire

Questionnaire can be distributed in various ways, among others: the questionnaire was delivered directly by the researcher, was sent together with the delivery of the package or magazine, put into place visited by many people, sent by mail, facsimile, or using computer technology.⁶ Questionnaire is a method used to get the data by giving written question to respondent. The research uses the questionnaire to get the detail information of students' problem in learning reading comprehension by using PQ4R strategy. The specification of the questionnaire can be described as follows:

Table 3.3
Specification of Questionnaire

No	Component of questionnaire	No. item
1	To know whether PQ4R strategy can help the students in learning reading comprehension	1, 2
2	To know the students' improvement in learning reading comprehension using PQ4R strategy	3, 4
3	To know the students' problem in teaching reading comprehension by using PQ4R strategy	5, 6, 7, 8, 9

D. The Research Instrument

In this research, there are some steps conducted with the intention of gaining until the end of the teaching learning process. Therefore, in this research the researcher has

⁶ Ibid

conducted the observation, questionnaire, and interviews as the triangulation of data this research. The steps are follows:

1. Observation

Observation offers the social researcher a distinct way of collecting data. It does not rely on what people say they do, or what they say they think. It is more direct than that. Instead in draws on the direct evidence of the eye to witness events first hand, it is based on the premise that, for certain purposes, it is best to observe what actually happens.

Observation is process of recording the behavioral patterns of the subject. Objector activity in the absence of systematic inquiry or communications with individual studied.⁷ Observation technique can be done by direct observation by the researcher or with mechanical assistance.

- a. Direct observation, is used to collect data about the behavior or incident in detail. Researchers in the direct observation cannot manipulate events observed.
- b. Mechanical observations, carried out with the aid of mechanical equipment, such as: photos, videos, calculating machine, and etc. mechanical observation is generally done on the study of the behavior or events that are routine, repetitive and has programmed earlier.

⁷ Etta Mamang Sangadji, *Metodologi Penelitian Pendekatan Praktis dalam Penelitian* (Yogyakarta: Andi Yogyakarta, 2010),p. 152

Based on the explanation above, it can be concluded that observation is a process of collecting the data which on draws on the direct evidence of the eye to witness events first hand, it is based on the premise that, for certain purposes, it is best to observe what actually happens. There are two types of observations, they are direct and mechanical observation. In this research, the researcher uses direct observation which is used to collect data about the behavior or incident in detail. Research in the direct observation cannot manipulate events observed.

2. Interview

Interviews are used in qualitative research including data collection method that uses an open question. According to Patton, there are three ways to collect data through interviews. The third way is often used in ethnographic research that has a different process in the preparation, implementation and tools used.⁸

Terms of implementation, there are three kinds of interview

- a. Inguided interview, it asks that interviewer is free of any kind, but also considering the data to be collected.
- b. Guided interview, conducted by interviewers with a complete list of questions and detailed is bleak in a structured interview.

⁸Ibid, p 243

- c. Free guided interviews, the combination between free and guided interviews. In conducting the interview, the interviewer brought guide line only an outline of the things that will be asked.⁹

Based on the explanation above, it can be concluded that interviews are used in qualitative research including data collection method that uses an open question. There are three kinds of interviews. They are inguided, guided, and free guided. In this research, the researcher uses free guided interview. The interview will be aimed to make sure the result of the observation and questionnaire.

3. Questionnaire

Questionnaires area number of written questions used to obtain information from respondents in terms of personal statements, or things that he knows. Research data collection in certain circumstances may not require the presence of researcher. Questionnaire can be distributed in various ways, among others: the questionnaire was delivered directly by the researcher, was sent together with the delivery of the package or magazine, put into place visited by many people, sent by mail, facsimile, or using computer technology.¹⁰ In addition, the questionnaire will be aimed to get the data. It is used to obtain information from respondents in terms of personal statements, or things that he knows.

⁹ Etta Mamang Sangadji, *Metodologi Penelitian Pendekatan Praktis dalam Penelitian*, (Yogyakarta: Andi Yogyakarta, 2010), p. 152

¹⁰ Ibid

E. Research Procedures

The procedure of research is used as follows

1. The researcher found the population and the sample. The researcher chose the school and the sample of the research.
2. The researcher came to the class with the teacher in order to make observation when teaching learning process is conducted.
3. After teaching and learning process finished by the teacher, the researcher gave the questionnaire to the students.
4. The researcher interviewed the teacher to know his opinion referring to the material and the activity.
5. Analyzing the data and make the report.

F. Trustworthiness of the Data

According to Setiyadi, “Basic principle of reliability is consistency, and qualitative research is also always tried to keep the data collected remains consistent.”¹¹

Furthermore, qualitative research is also always to keep the data collected authentic and life overview of research subject in a honest and balanced.

The triangulation method commonly uses to improve the reliability and validity in qualitative research is triangulation, triangulation is a merger of two or more methods in collecting the data. Usefulness of triangulation is to enrich the data by using two or

¹¹ Bambang Setiyadi, *Metode Penelitian untuk Bahasa Asing*. (Yogyakarta: Graha Ilmu, 2006), p. 30-31

more methods in collecting the data, eventually makes more accurate conclusion.

According to Setiyadi, there are several kinds of triangulation as follows:¹²

1. Triangulation of Time

- a) Cross-sectional triangulation is the data collection implemented in the same time to different group.

- b) Longitudinal triangulation is the data collected from the same group at different time.

2. Triangulation of Place

For more accurate data collection, triangulation of place purpose is to be able to use different places for similar data.

3. Triangulation of Theory

Data collection is collected based on different theory or by analyzing the same with different theory.

4. Triangulation of Method

Researcher uses different method for collecting similar data.

5. Triangulation of Researcher

In collecting for the same or similar data, it can be done by several researchers.

Based on the statement above, the researcher uses triangulation of method. In triangulation of the method, the researcher uses three data collecting techniques.

The methods are observation, questionnaire, and interview. The observation

¹² Ibid

focused on the process of teaching learning reading descriptive text using PQ4R strategy. Interview and Questionnaire were conducted to get data which can be used make sure about the result of the observation.

G. Data Analysis

Data analysis can be defined as consisting of three concurrent flows of action: data reduction, data display, and drawing conclusions and verification.¹³

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In qualitative research, data reduction does not necessarily refer to quantifying nominal data. Qualitative needs to be reduced and transformed in order to make it more readily accessible, understandable, and to draw out various themes and patterns. As the project continues, further elements of data reduction will occur (written summaries, coding, development of grounded themes, identification of analytic themes, consideration of relevant theoretical explanations, etc).

2. Data Display

Data displays include many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and their draw justified

¹³ Matthew B. Miles and Huberman, *Qualitative Data Analysis second edition* (London: SAGE Publication, 1994), p. 30

conclusions or move on to the next step of analysis the display suggests may be useful.

The nature of data display is intended to convey the idea that data are presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn. Displays may involve tables of data, tally sheets of themes, summaries or proportions of various statements, phrases or themes.

3. Drawing conclusion and Verification

Throughout the research process the investigator has been making various informed evaluations and decisions about the study and the data. Sometimes these evaluations and decisions have arisen as a result of data as they are collected (based on observations in the field, statements made during interview, observation of pattern in various documents, etc).¹⁴

¹⁴ Bruce L Berg, *Qualitative Research Methods for The Social Science* (New York: A Person Education Company, 2001), p 35-36

CHAPTER IV RESULT AND DISCUSSION

A. Result

The research was conducted at SMP Muhammadiyah 1 Kalianda in the second semester of the eighth grade started from April, 10th 2018 up to May, 1th 2018. In this research the researcher enclosed the date and plan schedule of work as follows:

1. On Friday, April 17th, 2018, the researcher met the headmaster to get permission to do research at SMP Muhammadiyah 1 Kalianda. And then the researcher met English teacher (Mr. Khozin, S.Pd.) to discuss the schedule of the research.
2. On Thursday, April 19th, 2018, the researcher conducted the first observation/first meeting.
3. On Thursday, April 26th, 2018, the researcher conducted the second observation/second meeting.
4. On Thursday, April 26th, 2018, the researcher gave the questionnaire for the students and interview for the teacher
5. On Tuesday, May 1th, 2018, the researcher asking permission and say thank you to the headmaster and the teacher for conducting the research in this school.

After collecting the data, the researcher analyzed the data that contained of observation, interview, and questionnaire. According to Miles and Huberman, there are three major phrases of data analysis, they are; data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

a. The Process of Teaching and Learning Narrative Reading Text by Using PQ4R

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.¹ In this case, the researcher selected which data that were used in his research. There were three instruments used to collect the data: observation, interview and questionnaire. The researcher became the key instrument in this research, whereas a fore mentioned instruments became the supporting instruments. In this step, the researcher analyzed the data based on each instrument.

1) Observation

¹Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p.12

The researcher employed an observation (see appendix 1). The observation was conducted to know the process of teaching and learning reading narrative text process through PQ4R strategy which were conducted in two meetings. Every meeting had the same activities and the same material. The material was about narrative text. In the first meeting, the teacher conducted pre-activity, main-activity and close-activity. The second meeting was the continuation from the first meeting.

The researcher observed the process of teaching and learning PQ4R strategy through PQ4R strategy, the students' and teacher's problem during teaching and learning narrative text through PQ4R strategy. In the observation process, the researcher prepared the observation checklist and recorder to record the teaching and learning process. The data of observation has been identified as described in the following discussion.

➤ **First Meeting**

In this session, the teacher introduced about PQ4R strategy. The teacher related it in the topic about narrative text. Before teaching, the teacher had prepared the teaching materials, including the materials about narrative text.

In starting the class, firstly, the teacher greeted the students warmly and asked some questions related to their condition that day. The teacher checked the attendant list. Next the teacher led the students to the new

material about narrative text. Teacher gives the reading materials for students to read. The teacher gave the example about “Cinderella”

Secondly, the teacher gave information to students how to find the main idea or learning objectives to be achieved. The teacher gave examples of how to find the main idea or learning objectives to be achieved. In giving narrative text, the students got some new vocabularies. Besides, the students also learned about main idea. The teacher asked students to find the main idea in the narrative text.

Then, the teacher informed the students to pay attention to the meaning of the passage. The teacher asked students to find the difficult vocabularies in the narrative text. The students should be pay attention to the meaning of the passage.

After that, the teacher gave students’ assignments to make the question of the principal idea that found using the words what, why, who, and how. The teacher asked students to make the questions based on the narrative text. It should be related to the words what, why, who, and how. Then, teacher gave instructions to students to read and respond or answer the questions that had been prepared before.

And then, teacher stimulated the materials on reading materials. In addition, teacher asked students to make the essence of the whole discussion of the

lessons learn today. The teacher and students discuss about the topic. It related to reading narrative text. After that, teacher asked the students to read essence that made from the details of the main idea in their mind. Finally, teacher asked students to read back the reading material, if still not sure with their answer.

➤ **Second Meeting**

In this second session, the teacher introduced about PQ4R strategy. The teacher related it in the topic about narrative text. Before teaching, the teacher had prepared the teaching materials, including the materials about narrative text.

In starting the class, firstly, the teacher opened the class by getting to the students, checked the students' attendance and building good relationship or making small talk with the students. Then the teacher reviewed the last lesson about narrative text and reminded the students about narrative text. The teacher gave the example of narrative text about "Malin Kundang".

Secondly, the teacher gave information to students how to find the main idea or learning objectives to be achieved. The teacher gave examples of how to find the main idea or learning objectives to be achieved. In giving narrative

text, the students got some new vocabularies. Besides, the students also learned about main idea. The teacher asked students to find the main idea in the narrative text.

Then, the teacher informed the students to pay attention to the meaning of the passage. The teacher asked students to find the difficult vocabularies in the narrative text. The students should be pay attention to the meaning of the passage.

After that, the teacher gave students' assignments to make the question of the principal idea that found using the words what, why, who, and how. The teacher asked students to make the questions based on the narrative text. It should be related to the words what, why, who, and how. Then, Teacher gave instructions students to read and respond or answer the questions that had been prepared before.

And then, teacher stimulated the materials on reading materials. In addition, teacher asked students to make the essence of the whole discussion of the lessons learn today. The teacher and students discuss about the topic. It related to reading narrative text. After that, teacher asked the students to read essence that made from the details of the main idea in their mind. Finally, teacher asked students to read back the reading material, if still not sure with their answer.

Based on the observation checklist, there were two problems faced by the teacher. The first was over-crowded class in which the teacher could not handle the class, and the second one was that the teacher could not correct vocabularies by modeling the proper language in the target language. In addition, the teacher faced problem in comprehension task. The teacher could not give an appropriate task for students. It can be related to reading text. Meanwhile, the other problems in observation checklist did not happen in the class.

2) Interview

To support the data of the observation, the researcher had employed an interview to the teacher to investigate the problems faced by her and her students during teaching and learning reading narrative text process through PQ4R strategy. There eighth questions that the researcher asked to the teacher. The questions number one was to know about the students' English ability in the eighth grade. The second question was to know whether the teacher could be control the class and using the other strategy to teach narrative text. The third question was how the process of teaching and learning reading narrative text in the class. The fourth question was whether teacher has applied the procedures of PQ4R in teaching and learning process. The fifth question was whether PQ4R is appropriate in teaching reading narrative text. The sixth question was whether PQ4R could improve

the students' ability in reading narrative text. The seventh question was the teacher's problems in teaching reading narrative text. The last question was the students' problems in learning reading narrative text.

From the result of interview, the researcher concluded that the teacher had difficulty in handling the class because of the over-crowded class. There were 38 students in the classroom and some of students did not pay attention, teacher could not correct vocabularies by modeling the proper language in the target language, teacher faced problem in comprehension task, the teacher could not give an appropriate task for students, and teacher has different background knowledge in applying PQ4R strategy in teaching reading narrative text.

3) Questionnaire

The researcher also employed questionnaire to support the data from observation and interview. The questionnaire consisted of ninth questions.

1. The first and second questions were to know whether PQ4R strategy can help the students in learning reading comprehension.
2. The third and fourth questions employed to know the students' improvement in learning reading comprehension using PQ4R strategy.
3. The fifth until the ninth questions employed to know the students' problems in learning reading comprehension by using PQ4R strategy.

b. Teacher's Problems

1) Observation

The researcher observed the process of teaching and learning narrative reading text by using PQ4R strategy to know the teacher's problem based on the list of observation that the researcher prepared. The researcher checked in the list what the teacher did or not. The process of teaching and learning narrative reading text by using PQ4R strategy were done in two meetings. The first meeting, the teacher taught by using PQ4R in narrative reading text about "snow white". The second meeting, the teacher taught by using PQ4R in narrative reading text about "malin kundang".

2) Interview

To support the data of the observation, the researcher had employed an interview to the teacher to investigate the problems faced by her and her students during teaching and learning reading narrative text process through PQ4R strategy. There eighth questions that the researcher asked to the teacher.

3) Questionnaire

- 1) The first and second questions were to know whether PQ4R strategy can help the students in learning reading comprehension.
- 2) The third and fourth questions employed to know the students' improvement in learning reading comprehension using PQ4R strategy.

- 3) The fifth until the ninth questions employed to know the students' problems in learning reading comprehension by using PQ4R strategy.

c. Students' Problems

1) Observation

the teacher introduced about PQ4R strategy. The teacher related it in the topic about narrative text. Before teaching, the teacher had prepared the teaching materials, including the materials about narrative text.

In starting the class, firstly, the teacher opened the class by getting to the students, checked the students' attendance and building good relationship or making small talk with the students. Then the teacher reviewed the last lesson about narrative text and reminded the students about narrative text. The teacher gave the example of narrative text about "Malin Kundang".

Secondly, the teacher gave information to students how to find the main idea or learning objectives to be achieved. The teacher gave examples of how to find the main idea or learning objectives to be achieved. In giving narrative text, the students got some new vocabularies. Besides, the students also learned about main idea. The teacher asked students to find the main idea in the narrative text.

Then, the teacher informed the students to pay attention to the meaning of the passage. The teacher asked students to find the difficult vocabularies in the narrative text. The students should be pay attention to the meaning of the passage.

After that, the teacher gave students' assignments to make the question of the principal idea that found using the words what, why, who, and how. The teacher asked students to make the questions based on the narrative text. It should be related to the words what, why, who, and how. Then, Teacher gave instructions students to read and respond or answer the questions that had been prepared before.

And then, teacher stimulated the materials on reading materials. In addition, teacher asked students to make the essence of the whole discussion of the lessons learn today. The teacher and students discuss about the topic. It related to reading narrative text. After that, teacher asked the students to read essence that made from the details of the main idea in their mind. Finally, teacher asked students to read back the reading material, if still not sure with their answer.

2) Interview

There are eighth questions that the researcher asked to the teacher. The questions number one was to know about the students' English ability in the eighth grade. The second question was to know whether

the teacher could be control the class and using the other strategy to teach narrative text. The third question was how the process of teaching and learning reading narrative text in the class. The fourth question was whether teacher has applied the procedures of PQ4R in teaching and learning process. The fifth question was whether PQ4R is appropriate in teaching reading narrative text. The sixth question was whether PQ4R could improve the students' ability in reading narrative text. The seventh question was the teacher's problems in teaching reading narrative text. The last question was the students' problems in learning reading narrative text.

3) Questionnaire

The researcher also employed questionnaire to support the data from observation and interview. The questionnaire consisted of ninth questions.

- a. The first and second questions were to know whether PQ4R strategy can help the students in learning reading comprehension.
- b. The third and fourth questions employed to know the students' improvement in learning reading comprehension using PQ4R strategy.

- c. The fifth until the ninth questions employed to know the students' problems in learning reading comprehension by using PQ4R strategy.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman's theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.² In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

a. The Process of Teaching and Learning Narrative Reading Text by Using PQ4R

1) Observation

The observation consisted of teaching and learning reading narrative text through PQ4R strategy. Then, in these points of observation that were investigated whether the application of all the steps applied by the teacher or not. After the researcher observed the process of teaching and learning in the class, the researcher found out that the teacher did not apply all of the steps or procedures of PQ4R strategy. There are sixth steps in teaching and learning reading narrative text through PQ4R strategy. Based on the each

²Ibid. p. 11

steps in teaching and learning reading narrative text through PQ4R strategy, the researcher noted the all activities, the explanation can be seen in the table below:

Table 4.1
The Application of the Six Steps

Steps	Yes/ No	Notes
<p>The application of the five steps of teaching reading narrative by using PQ4R</p> <ol style="list-style-type: none"> 1. Teacher gives students' assignments to make the question of the principal idea that found using the words what, why, who, and how. 2. Teacher instructs students to read and respond or answer the questions that had been prepared before. 3. Teacher stimulates the materials on reading materials. 4. Teacher asks students to make the essence of the whole discussion of the lessons learn today. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p>	<p>Teacher asked students to make question by using the words what, why, who, and how. Besides, the students could do the teacher's instruction to make wh-question.</p> <p>Teacher asked students to read and answer the questions that had been prepared before. Besides, the students could read and answer the questions based on wh- question.</p> <p>Teacher stimulated the materials on reading material. After the students make and answer the wh-question, the teacher stimulated them.</p> <p>Teacher did not ask students to make essence of the whole discussion of the lessons learn. The teacher just asked the students to make and answer the wh- question. After that, the teacher stimulated the materials.</p>

5. Teacher asks the students to read essence that made from the details of the main idea in their mind.	No	However, the teacher did not ask students to make essence of the whole discussion. Teacher did not ask students to read essence that made from the details of the main idea in their mind. The students did not apply this procedure when she taught reading text.
6. Teacher asks students to read back the reading material, if still not sure with their answer.	Yes	Teacher just asked students to read back the reading material and found the correct answer.

Source: Steps of PQ4R strategy in reading narrative text

In the process of teaching and learning reading narrative text through PQ4R strategy, the teacher explained the material well and then the teacher explained about procedures of PQ4R strategy. However, the teacher did not apply all procedures of PQ4R strategy. The teacher did not ask students to make essence of the whole discussion of the lessons learn. The teacher just asked the students to make and answer the wh-question. After that, the teacher stimulated the materials. And then, the teacher did not ask students to read essence that made from the details of the main idea in their mind.

2) Interview Result

To support the data from observation, the researcher also employed an interview. The interview was given to the teacher to know his opinions about the process of teaching and learning reading narrative text using PQ4R

strategy and problems in teaching learning process. Based on interview, there were eighth questions that the researcher asked to the teacher about teaching and learning process and his problems. It can be seen in the dialogue below:

1.Question : How is the students' English ability in the eighth class generally?

Answer : Generally, the students' English ability in the eighth class was low. They faced difficulties in following the learning English.

2.Question : Could you handle the class when teaching and learning reading process and have you used the other strategy to make students be attention in the class?

Answer : I have difficulty to handle the class because there are many students in the class and it is so crowded. I just used the strategy in the school and it has used yet.

3.Question : How is the process of teaching and learning reading narrative text in the class?

Answer : The students could follow the teaching and learning process well. I just asked students to read the text and find out the main idea and the aspects of reading. However, because the crowded class I could not handle the class well to apply the instruction.

4.Question : Have you applied all of the procedures when teaching and learning narrative text through PQ4R strategy?

Answer : I have tried to apply all of the procedures. However, there were some procedures that I did not apply. Such as make a group discussion. I could not divide the groups because the crowded class and the class is small. So, I just asked them to read the text by their self. And then, because the limited time I did not ask them to answer the question in the text.

5.Question : What do you think whether PQ4R strategy is an appropriate strategy in teaching and learning reading narrative text?

Answer : I think this strategy is an appropriate strategy in teaching and learning reading narrative text because the procedure of this strategy asked students in making and answering the question based on the text.

6.Question : Could PQ4R strategy improve the students' reading narrative text comprehension?

Answer : Actually, this strategy was very useful in teaching and learning reading narrative text. However, there are many students did not understand the comprehending the text so their score was low. They faced difficulty in comprehending the text.

7.Question : What are your problems in teaching reading narrative text in the class?

Answer : I have problems in handling the class. And the, I faced difficulty to teach the vocabulary so I faced difficulty to give an appropriate task for them.

8.Question : What are the students' problems in learning reading narrative text in the class?

Answer : They faced difficulty in identifying main idea, making reference, and determining supporting idea in the text.

From the result of interview to the teacher, the researcher concluded that teacher had not applied all of the procedures PQ4R strategy in teaching and learning reading narrative text. Even, there were some weaknesses in many sides. The teacher had difficulties in applying procedures in teaching reading narrative text by using PQ4R strategy. Many of problems that faced by teacher and students. They are as follows:

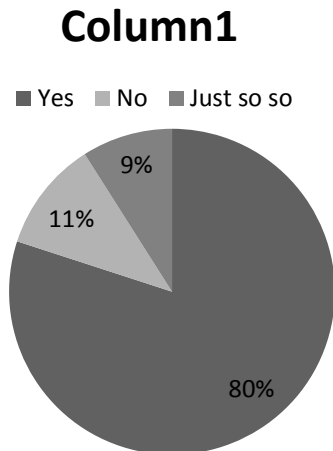
- a) The teacher stated that he found difficulty in handling the class because the over-crowded class.
- b) The teacher stated that he could not mention the correct vocabulary by modeling the proper language in the target language.
- c) The teacher said that he faced difficulty in comprehending the task. The teacher could not give an appropriate task that related to narrative text.
- d) The teacher had different background knowledge in applying PQ4R strategy in teaching reading narrative text.

3. Questionnaire

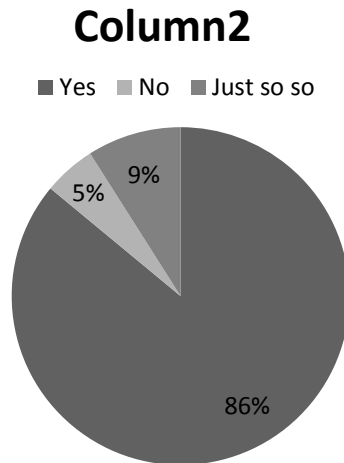
The questionnaire was made to support the data from observation and interview. The questionnaire was distributed to the students by taking ten

minutes of the students' study time in the classroom. Here, there were the students' answers of questionnaires

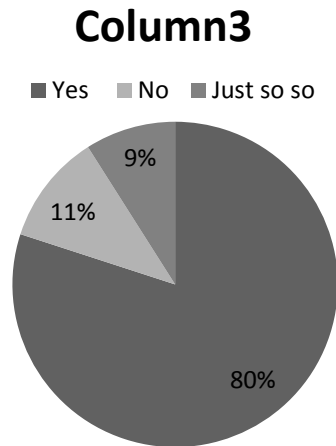
Figure 4.1
The Result of Questionnaire



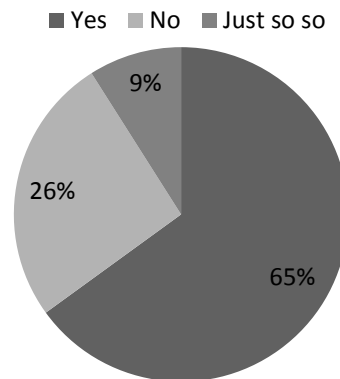
The first question of questionnaire was used to know whether the students faced difficulties in learning reading. The question is “do you face difficulty in learning reading?” Based on the answer of the question, it was found that there were 31 students (80%) answered yes and there were 4 students (11%) answered no and there were 3 students (9%) answered just so so. It can be concluded that the students faced difficulties in learning reading text.

Figure 4.2

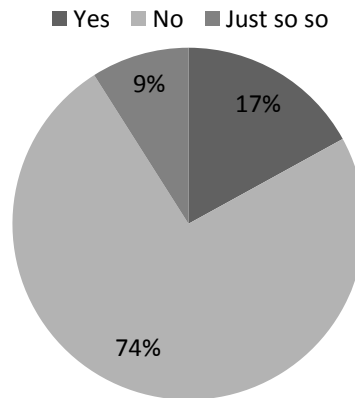
The second question of questionnaire was used to know whether PQ4R strategy could improve the reading text for students. The question is “Could PQ4R strategy improve the students’ ability in narrative text?” Based on the answer of the question, it was found that there were 33 students (86%) answered yes and there were 2 students (5%) answered no and there were 3 students (9%) answered just so so. It can be concluded that PQ4R strategy could improve the students in reading text.

Figure 4.3

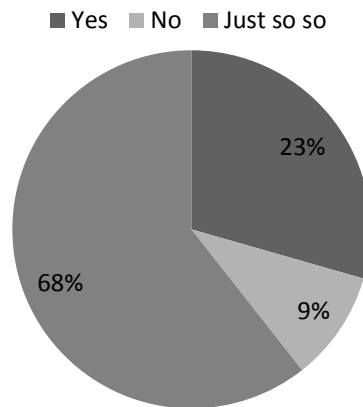
The third question of questionnaire was used to know whether PQ4R strategy could improve the students' English score. The question is "Whether PQ4R strategy can improve your English?" Based on the answer of the question, it was found that there were 31 students (80%) answered yes and there were 4 students (11%) answered no and there were 3 students (9%) answered just so so. It can be concluded that PQ4R strategy could improve their English score. Even though, this strategy could be applied in all the aspects, however it was suitable in teaching reading text.

Figure 4.4**Column4**

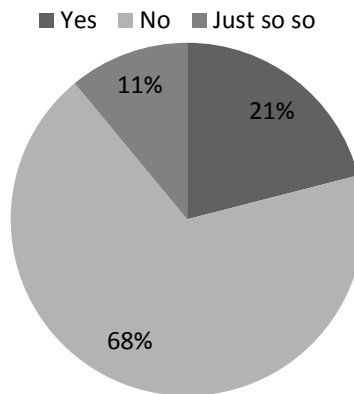
The fourth question of questionnaire was used to know whether PQ4R strategy could make easy to determine the main idea. The question is “Does PQ4R strategy make you easier in determining the main idea?” Based on the answer of question, it was found that there were 26 students (65%) answered yes and there were 9 students (26%) answered no and there were 3 students (9%) answered just so so. It can be concluded that this strategy made students easier to determine the main idea.

Figure 4.5**Column5**

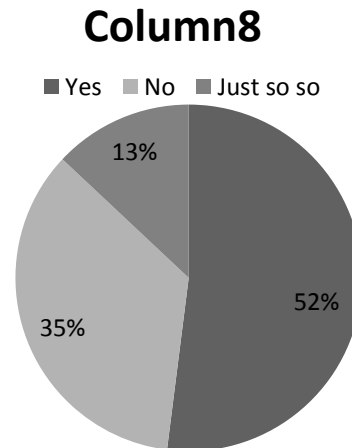
The fifth question of questionnaire was used to know whether the students could determine reference by using PQ4R strategy. The question is “Does PQ4R strategy make you easier in determining the reference?” Based on the answer of question, it was found that there were 6 students (17%) answered yes and there were 29 students (74%) answered no and there were 3 students (9%) answered just so so. It can be concluded that some of students could not determine reference well.

Figure 4.6**Column6**

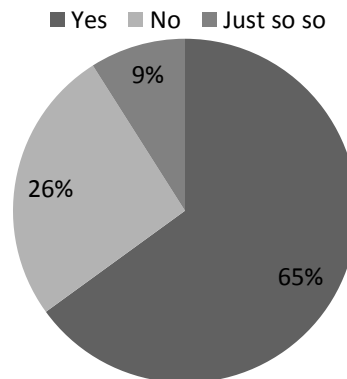
The sixth question of questionnaire was used to know whether the students faced difficulty on determining main idea. The question is “Whether is determining main idea difficult?” Based on the answer of question, it was found that there were 27 students (68%) answered yes and there were 8 students (23%) answered no and there were 3 students (9%) answered just so so. It can be concluded that some of students faced difficulty on determining main idea in the text.

Figure 4.7**Column7**

The seventh question of questionnaire was used to know whether the students faced difficulty on determining refers to in the text. The question is “Whether is determining refers to difficult?” Based on the answer of question, it was found that there were 7 students (21%) answered yes and there were 27 students (68%) answered no and there were 4 students (11%) answered just so so. It can be concluded that some of students did not face difficulty on determining refers to in the text. The students have understood when they were determining refers to in the text.

Figure 4.8

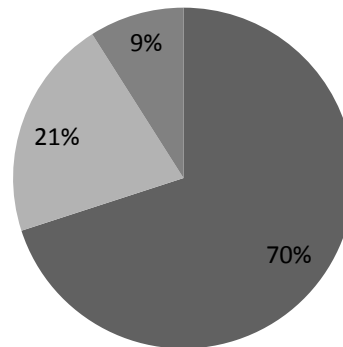
The eighth question of questionnaire was used to know the students have difficulty in making inference. The question is “Whether is making inference difficult?” Based on the answer of question, it was found that there were 19 students (52%) answered yes and there were 14 students (35%) answered no and there were 5 students (13%) answered just so so. It can be concluded that some of students faced difficulty in making inference.

Figure 4.9**Column9**

The ninth question of questionnaire was used to know the students to know whether the students faced difficulty to mastery the vocabularies. The question is “Whether is understanding vocabularies difficult?” Based on the answer of question, it was found that there were 26 students (65%) answered yes and there were 9 students (26%) answered no and there were 3 students (9%) answered just so so. It can be concluded that some of students faced difficulty to mastery the vocabularies in the reading narrative text.

Figure 4.10**Column10**

■ Yes ■ No ■ Just so so



The last question of questionnaire was used to know the students to know whether the students faced difficulty in finding supporting idea. The question is “Whether is finding supporting detail difficult?” Based on the answer of question, it was found that there were 27 students (70%) answered yes and there were 8 students (21%) answered no and there were 3 students (9%) answered just so so. It can be concluded that some of students faced difficulty in finding supporting idea.

By considering the data gained before, it could be concluded that:

- a. Some students had difficulty in determining main idea.

The students faced difficulties in determining main idea. It can be seen from the data of questionnaire. The some students said that when

they read the text, they still confused to determine main idea. They could not find which main idea on the text.

b. Make an inference.

It can be problem in reading text. The students faced difficulty in making an inference. They could not make an inference based on the text. It can be seen from teaching and learning process. They still faced difficulty on vocabulary too.

c. Lack of vocabularies.

Based on the reading text, there are many new vocabularies. It makes students difficulty to know the meaning of the words. It can be seen from their response on questionnaire. They said that they still difficulty on vocabularies.

d. Finding supporting detail

One of the problem in reading text is finding supporting detail. It became problems because the students did not have master of vocabularies. They could not find the supporting detail on the text.

b. Teacher's Problems

1) Observation

Steps	Yes/ No	Notes
<p>The application of the five steps of teaching reading narrative by using PQ4R</p> <p>1. Teacher gives students' assignments to make the question of the principal idea that found using the words what, why, who, and how.</p> <p>2. Teacher instructs students to read and respond or answer the questions that had been prepared before.</p> <p>3. Teacher stimulates the materials on reading materials.</p> <p>4. Teacher asks students to make the essence of the whole discussion of the lessons learn today.</p> <p>5. Teacher asks the students</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p>	<p>Teacher asked students to make question by using the words what, why, who, and how. Besides, the students could do the teacher's instruction to make wh-question.</p> <p>Teacher asked students to read and answer the questions that had been prepared before. Besides, the students could read and answer the questions based on wh- question.</p> <p>Teacher stimulated the materials on reading material. After the students make and answer the wh-question, the teacher stimulated them.</p> <p>Teacher did not ask students to make essence of the whole discussion of the lessons learn. The teacher just asked the students to make and answer the wh- question. After that, the teacher stimulated the materials. However, the teacher did not ask students to make essence of the whole discussion.</p> <p>Teacher did not ask students to read</p>

to read essence that made from the details of the main idea in their mind.	No	essence that made from the details of the main idea in their mind. The students did not apply this procedure when she taught reading text.
6. Teacher asks students to read back the reading material, if still not sure with their answer.	Yes	Teacher just asked students to read back the reading material and found the correct answer.

Source: Steps of PQ4R strategy in reading narrative text

2) Interview

Question : How is the students' English ability in the eighth class generally?

Answer : Generally, the students' English ability in the eighth class was low. They faced difficulties in following the learning English.

Question : Could you handle the class when teaching and learning reading process and have you used the other strategy to make students be attention in the class?

Answer : I have difficulty to handle the class because there are many students in the class and it is so crowded. I just used the strategy in the school and it has used yet.

Question : How is the process of teaching and learning reading narrative text in the class?

Answer : The students could follow the teaching and learning process well. I just asked students to read the text and find out the main idea and the aspects of reading. However, because the crowded class I could not handle the class well to apply the instruction.

Question : Have you applied all of the procedures when teaching and learning narrative text through PQ4R strategy?

Answer : I have tried to apply all of the procedures. However, there were some procedures that I did not apply. Such as make a group discussion. I could not divide the groups because the crowded class and the class is small. So, I just asked them to read the text by their self. And then, because the limited time I did not ask them to answer the question in the text.

Question : What do you think whether PQ4R strategy is an appropriate strategy in teaching and learning reading narrative text?

Answer : I think this strategy is an appropriate strategy in teaching and learning reading narrative text because the procedure of this strategy asked students in making and answering the question based on the text.

Question : Could PQ4R strategy improve the students' reading narrative text comprehension?

Answer : Actually, this strategy was very useful in teaching and learning reading narrative text. However, there are many students did not understand the comprehending the text so their score was low. They faced difficulty in comprehending the text.

Question : What are your problems in teaching reading narrative text in the class?

Answer : I have problems in handling the class. And the, I faced difficulty to teach the vocabulary so I faced difficulty to give an appropriate task for them.

Question : What are the students' problems in learning reading narrative text in the class?

Answer : They faced difficulty in identifying main idea, making reference, and determining supporting idea in the text.

3) Questionnaire

The first question of questionnaire was used to know whether the students faced difficulties in learning reading. The question is “do you face difficulty in learning reading?” Based on the answer of the question, it was found that there were 31 students (80%) answered yes and there were 4 students (11%) answered no and there were 3 students (9%) answered just so so. It can be

concluded that the students faced difficulties in learning reading text.

The second question of questionnaire was used to know whether PQ4R strategy could improve the reading text for students. The question is “Could PQ4R strategy improve the students’ ability in narrative text?” Based on the answer of the question, it was found that there were 33 students (86%) answered yes and there were 2 students (5%) answered no and there were 3 students (9%) answered just so so. It can be concluded that PQ4R strategy could improve the students in reading text.

The third question of questionnaire was used to know whether PQ4R strategy could improve the students’ English score. The question is “Whether PQ4R strategy can improve your English?” Based on the answer of the question, it was found that there were 31 students (80%) answered yes and there were 4 students (11%) answered no and there were 3 students (9%) answered just so so. It can be concluded that PQ4R strategy could improve their English score. Even though, this strategy could be applied

in all the aspects, however it was suitable in teaching reading text.

The fourth question of questionnaire was used to know whether PQ4R strategy could make easy to determine the main idea. The question is “Does PQ4R strategy make you easier in determining the main idea?” Based on the answer of question, it was found that there were 26 students (65%) answered yes and there were 9 students (26%) answered no and there were 3 students (9%) answered just so so. It can be concluded that this strategy made students easier to determine the main idea.

The fifth question of questionnaire was used to know whether the students could determine reference by using PQ4R strategy. The question is “Does PQ4R strategy make you easier in determining the reference?” Based on the answer of question, it was found that there were 6 students (17%) answered yes and there were 29 students (74%) answered no and there were 3 students (9%) answered just so so. It can be concluded that some of students could not determine reference well.

The sixth question of questionnaire was used to know whether the students faced difficulty on determining main idea. The

question is “Whether is determining main idea difficult?” Based on the answer of question, it was found that there were 27 students (68%) answered yes and there were 8 students (23%) answered no and there were 3 students (9%) answered just so so. It can be concluded that some of students faced difficulty on determining main idea in the text.

The seventh question of questionnaire was used to know whether the students faced difficulty on determining refers to in the text. The question is “Whether is determining refers to difficult?” Based on the answer of question, it was found that there were 7 students (21%) answered yes and there were 27 students (68%) answered no and there were 4 students (11%) answered just so so. It can be concluded that some of students did not face difficulty on determining refers to in the text. The students have understood when they were determining refers to in the text.

The eighth question of questionnaire was used to know the students have difficulty in making inference. The question is “Whether is making inference difficult?” Based on the answer of question, it was found that there were 19 students (52%) answered yes and there were 14 students (35%) answered no and

there were 5 students (13%) answered just so so. It can be concluded that some of students faced difficulty in making inference.

The ninth question of questionnaire was used to know the students to know whether the students faced difficulty to mastery the vocabularies. The question is “Whether is understanding vocabularies difficult?” Based on the answer of question, it was found that there were 26 students (65%) answered yes and there were 9 students (26%) answered no and there were 3 students (9%) answered just so so. It can be concluded that some of students faced difficulty to mastery the vocabularies in the reading narrative text.

The last question of questionnaire was used to know the students to know whether the students faced difficulty in finding supporting idea. The question is “Whether is finding supporting detail difficult?” Based on the answer of question, it was found that there were 27 students (70%) answered yes and there were 8 students (21%) answered no and there were 3 students (9%) answered just so so. It can be concluded that some of students faced difficulty in finding supporting idea.

c. Students' Problems

1) Observation

The observation consisted of teaching and learning reading narrative text through PQ4R strategy. Then, in these points of observation that were investigated whether the application of all the steps applied by the teacher or not. After the researcher observed the process of teaching and learning in the class, the researcher found out that the teacher did not apply all of the steps or procedures of PQ4R strategy. There are sixth steps in teaching and learning reading narrative text through PQ4R strategy. Based on the each steps in teaching and learning reading narrative text through PQ4R strategy, the researcher noted the all activities.

2) Interview

From the result of interview to the teacher, the researcher concluded that teacher had not applied all of the procedures PQ4R strategy in teaching and learning reading narrative text. Even, there were some weaknesses in many sides. The teacher had difficulties in applying procedures in teaching reading narrative text by using PQ4R strategy. Many of problems that faced by teacher and students. They are as follows:

- a. The teacher stated that he found difficulty in handling the class because the over-crowded class.
- b. The teacher stated that he could not mention the correct vocabulary by modeling the proper language in the target language.
- c. The teacher said that he faced difficulty in comprehending the task. The teacher could not give an appropriate task that related to narrative text.
- d. The teacher had different background knowledge in applying PQ4R strategy in teaching reading narrative text.

3). Questionnaire

By considering the data gained before, it could be concluded that:

- a. Some students had difficulty in determining main idea.

The students faced difficulties in determining main idea. It can be seen from the data of questionnaire. The some students said that when they read the text, they still confused to determine main idea. They could not find which main idea on the text.

- b. Make an inference.

It can be problem in reading text. The students faced difficulty in making an inference. They could not make an inference based on the

text. It can be seen from teaching and learning process. They still faced difficulty on vocabulary too.

c. Lack of vocabularies.

Based on the reading text, there are many new vocabularies. It makes students difficulty to know the meaning of the words. It can be seen from their response on questionnaire. They said that they still difficulty on vocabularies.

d. Finding supporting detail

One of the problem in reading text is finding supporting detail. It became problems because the students did not have master of vocabularies. They could not find the supporting detail on the text.

3. Conclusion Drawing/Verification

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives. In this part, the data explained in data display are going to be discussed deeply in order to make a finding of the research. In this part, the discussions and findings are divided

into three parts: the process of teaching and learning reading narrative text through PQ4R strategy, the teacher's problems in teaching reading narrative text through PQ4R strategy, and the students' problems in learning reading narrative text through PQ4R strategy.

1. The Process of Teaching and Learning Reading Narrative Text through PQ4R Strategy

Teaching and learning process was done on two meetings in class VIII C. The material was about narrative text. The researcher employed observation, interview and questionnaire to know the process during teaching and learning reading narrative text by implementing PQ4R strategy.

The observation was conducted in two meetings. After observing the teaching reading narrative text through PQ4R strategy in two times it can be described as follows:

- 1) In the first meeting the teacher ran the steps teaching reading narrative text through PQ4R strategy.
- 2) In the second meeting the teacher ran the steps teaching reading narrative text through PQ4R strategy and her own steps.

It could be concluded that the teaching reading narrative text through PQ4R strategy. It can be explained that the procedure of using PQ4R strategy are:

a. Teacher's Problems during Teaching Reading Narrative Text Process through PQ4R strategy

The teacher could run the entire steps in teaching reading narrative text but he still had difficulties in teaching reading narrative text through PQ4R strategy.

Having conducted the research, the researcher found some problems faced by the teacher during the implementation of PQ4R strategy in teaching reading narrative text at SMP Muhammadiyah 1 Kalianda. They were as follows:

- 1) The first was over-crowded class in which the teacher could not handle the class.
- 2) Teacher could not correct vocabularies by modeling the proper language in the target language.
- 3) Teacher faced problem in comprehension task. The teacher could not give an appropriate task for students. It can be related to reading text.
- 4) Teacher has different background knowledge in applying PQ4R strategy in teaching reading narrative text.

b. Students' Problems in Learning Reading Narrative Text Process through PQ4R strategy

The researcher employed a questionnaire to know the students' problem in learning reading narrative text through PQ4R strategy. Based on the result

of students' answer of the questionnaire sheets, the researcher concluded that the problems faced by the students were:

- 1) Some of students faced difficulty in determining main idea.
- 2) Some of students faced difficulty by using PQ4R strategy in making inference in the text.
- 3) Students faced difficulty in vocabularies of the text.
- 4) Students had difficulty in finding supporting detail in the text.

After the researcher had analyzed and found the finding of the research, hopefully the researcher tried to give contribution of the research to the teaching learning reading narrative text for better way. Learning reading narrative text should be supported by learning main idea, understanding inference, rich of vocabulary therefore the students can make a good achievement and mastery the text in every activity.

C. Findings and Discussion

In this part, the researcher would like to discuss about the finding of the process of teaching and learning reading narrative text through PQ4R strategy as the first formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher's problem in teaching reading narrative text through PQ4R strategy as the second formulation of the problem, and the students' problem in learning reading narrative text through PQ4R strategy as the third formulation of the

problem. This research was produced by the participants of the research, they were the English teacher and the students of class VIII C of SMP Muhammadiyah 1 Kalianda in the second semester in academic year 2017/2018 that had been observed.

The researcher employed an observation to know how the process of teaching and learning reading narrative text through PQ4R strategy. Most of the students looked active in the teaching and learning process. This research was conducted twice including observing the teaching process, interviewing English teacher and giving questionnaire to the students in order to know the problems faced by them. From the data gained through observation, the researcher assumed that the teaching and learning process especially reading narrative text through PQ4R strategy did not run effectively because there were many problems faced by teacher and her students. It did not give the big influence for teaching and learning process.

The teacher ran the entire steps in teaching reading narrative text but she still had difficulties in teaching reading narrative text through PQ4R strategy because there were some problems faced by the teacher. There are six problems that may appear to the teacher in teaching reading, they were language, topic and genre, comprehension task, negative expectation, background knowledge, teacher's management.

In addition, there are some problems faced by the teacher in teaching English by using PQ4R strategy. They are teacher had difficulty in handling the class because of the over-crowded class. There were 38 students in the classroom and some of students did not pay attention, teacher could not correct vocabularies by modeling the proper language in the target language. The teacher still faced difficulty in language. She or he did not comprehend the text. She or he had not found the information in the text because the longer text and there are many new vocabularies.

In addition, there are four problems faced by students in learning reading narrative text. They are identifying main idea, making inference, determining references, using vocabulary context, supporting details. The students' problems in learning reading narrative text were identifying main idea, making reference, and finding supporting details. The identifying main idea was gotten based on the answer of students thinking that text was more difficult to identify main idea. Furthermore, students faced the problem of making reference because they felt difficult to make reference based on the text.

Eventually, based on the data obtained from observation, interview and questionnaire above, it can be known that the teacher had not had applied the all procedures of using PQ4R strategy well like in the lesson plans. Hence, it can be interpreted that the students' reading of the eighth grade at

the second semester of SMP Muhammadiyah1 Kalianda in the academic year of 2017/ 2018 was low eventhough the teacher had applied a good technique to teach reading narrative text by using PQ4R strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research concludes that:

1. Teaching learning process in class VIII C at the second semester at SMP Muhammadiyah1 Kalianda in the academic year of 2017/ 2018 by using PQ4R strategy did not run well because there were many problems faced by the teacher and her students. In this case, the use of PQ4R strategy have not given big influence towards students' reading ability, it is because the teacher had applied the procedure of using PQ4R strategy well, even though the students' reading ability was still low.
2. The problems faced by the teacher in teaching reading narrative text through PQ4R strategy were over-crowded class in which the teacher could not handle the class, the teacher faced difficult to comprehend the tasks and using language.
3. The problems faced by the students in learning reading narrative text through PQ4R strategy were :identifying main idea, making reference, and finding supporting detail.

B. Suggestion

In reference to conclusion above, it was suggested for the teacher of junior high school to use PQ4R strategy in teaching learning process, because it was suitable strategy for teaching reading. In teaching reading, PQ4R strategy was very useful to help the students in learning process.

1. Suggestion for the Teacher

After conducting the research and getting the result, the researcher would like to suggest the teacher in teaching reading narrative text by using PQ4R strategy. They are as follows;

- a. The teacher should have the interesting strategy to handle the class well. The teacher should be able to control students well in order that the implementation of a good strategy runs well. Moreover, the teacher can make rules with the students in order that they will be not noisy in class. The consequence is like asking the students to memorize some vocabulary.
- b. The teacher should be model to correct the students' reading narrative text especially in vocabulary, and the teacher can give the same chance to the students to search the vocabulary in the text and give appreciation or prize for the students who follow the teacher's rules to express their ideas confidently, to identify main idea, making inference, and finding supporting detail.
- c. The teacher can use media like a picture in learning activity to make students more interesting and they are not bored in teaching and learning process.

2. Suggestion for the Students

After conducting the research and getting the result, the researcher would like to suggest the students, especially in learning English subject as follows:

- a. The students should have positive thinking that identify main idea is easy, learn more about the ways to increase their vocabulary.
- b. The students should be active and confident to practice in identifying main idea, making reference, and finding supporting details
- c. The students should be aware and learn their mistakes in practicing reading text that can be done by self correction or asking their friends for criticism or suggestion (pair correction), so at the last they may not repeat the same mistakes in reading text.
- d. The students should have attention to the teacher giving the explanation in front of the class in order that they can repeat and make sentences based on the cues given by the teacher through the use of PQ4R strategy.

3. Suggestion for the School

The school should set class with average number of students in order to prevent overcrowded classes. Furthermore, the school should provide another program of English for the students such as English club or English course in order to the students can practice their English competency.

4. Suggestionfor other Researchers

After conducting the research and getting the result, the researcher would like to suggest other researchers to develop this research with the new innovation such as the use of another skills or other good strategyto increase students' reading narrative text. Moreover, hopefully the result of this research can be a reference.

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